

Level: 8th Grade

Class Size: 20-25 students

Unit: Noun Review

Time Needed: 40 minutes

Sequence In Unit: 1/1

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to define and identify nouns in their different forms.
- **Objectives:**
 - The learners will describe a noun.
 - The learners will be able to differentiate between the four basic types of nouns (persons, places, ideas, and things).
- **Connections to the Maine Learning Results**
 - English Language Arts, Grades 6 - 8 D1 (Language - Grammar and Usage)
 - a. “Use forms of nouns, pronouns, verbs, adjectives, and their modifies, adverbs, prepositions, transitions, conjunctions, and interjections correctly.”

b. Essential Questions

- What is a noun?
- What is the different between a concrete noun and an abstract noun?
- What are common nouns?
- What are proper nouns?
- What are the four basic types of nouns?

c. Knowledge and Skills

- Students have previously been taught material on nouns. This is more of a

review lesson.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- For homework students will be asked to do a worksheet over nouns.

e. Quizzes, Tests, Prompts

- Admit slip prompt:
 - What is a noun? Are there different types of nouns? If so, what are they?

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their pairs and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will also be doing a homework assignment that will also allow them to see whether or not they understand the different parts of speech

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. As students come in, hand them the admit slip to fill out. (5 mins)

Admit slip question: What is a noun? Are there different types of nouns? If so, what are they?

2. Begin reviewing the students, starting as the prompt as a launching point. (10 mins)

- ◆ A noun is a part of speech. It is the thing, the main part of the sentence.
- ◆ Nouns name persons, places, things, or ideas.
 - PERSONS: Mr. Johnson, mother, woman, Maria
 - PLACES: city, home, Texas, Canada

- THINGS: house, ring, shoe, table, desk, month, light
- IDEAS: grief, democracy, courage, obedience

3. Once students seem to have a firm grasp on the above information, then you can have them do the silent activity. Each student will receive a strip of paper with a noun on it. Students are then, silently, to group themselves by subgroup without talking. (Should take no more than 10 mins.)

4. Once students are grouped, have them report out on what group they have formed, reading off all of the nouns that they have. Make sure to notice whether or not there is a misplaced noun in a group.

5. After the activity, review the next chunk of information with the students. (10 mins)

◆ COMMON vs. PROPER nouns

- Common nouns do not begin with capital letters because they are general.
- Proper nouns are always capitalized because they are specific, referring to a particular person, place, thing, or idea.

COMMON		PROPER
country	-----	England
language	-----	German
Mother	-----	Mother Theresa
brother	-----	Sammy
teacher	-----	Mrs. Voyer

◆ CONCRETE vs ABSTRACT nouns

- Concrete nouns are nouns that can be touched
- Abstract nouns are nouns that can not be touched, like emotions and ideas.

◆ NOUNS of DIRECT ADDRESS

- Nouns of direct address are nouns that are used to get the specific attention of a person. It can be a person's name or the name he or she is known as. This can also be a term of endearment.

- Whenever a direct address is used, it's set off by a comma.

- EXAMPLES

*Cindy, why are you here?

*Mom, please help me.

*I didn't understand, Judge, that I had to tell the truth.

*Don't you dare leave this room, Kelly!

BONUS: If there is time left over, have students use the nouns to break into proper and common grouping.

i. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance